

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St John's CE Middle Academy
Number of pupils in school	660
Proportion (%) of pupil premium eligible pupils	25.3% (167/660)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	17.12.25
Date on which it will be reviewed	November 2026
Statement authorised by	Alison Elwell
Pupil premium lead	Doug Owen
Governor / Trustee lead	Sally Keepax

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year: £1,515.00 per PPE pupil in KS2 – £104,535 £1,075 per PPE pupil in KS3 - £98,900	£203,435
£350 per pupil Service Premium (4 pupils)	£1,400
£2,630 per pupil PP+ (6 Pupils)	£15,780
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£220,615

Part A: Pupil premium strategy plan

Statement of intent

At St. John's Middle School, we support the **Spire Trust Pupil Premium Pledge** and are committed to ensuring that every young learner has a sense of belonging and the opportunity to achieve personal excellence. Our pledge is to support all pupils, irrespective of their background, by providing a nurturing environment, research-led high-quality teaching, targeted academic and pastoral support.

We promote the mantra 'Every interaction matters: *Every single one*'.

Furthermore, we believe **all** children deserve the opportunity to nurture their individual talents and to achieve their true potential and we are guided by our school vision;

Our vision is to be a school where every individual in our community is valued and enabled to flourish as a child of God; where education impacts upon the whole-person, and care and concern for others is key. We seek to be a truly inclusive community where all can 'Give of their Best', achieve their full God-given potential, be good citizens, and respect difference in our growing global world.

We have high expectations for **all** pupils and offer opportunities and support to allow them to give of their best. We seek to include all pupils, by giving each person value, dignity and an opportunity to belong and participate. We seek to educate the whole person in a way that offers new starts and opportunities, thereby improving pupil outcomes in their academic progress, attendance, and wellbeing as well as addressing attainment gaps to ensure disadvantaged pupils make sustained progress in line with, or exceeding, their peers, whilst promoting greater future prospects and life opportunities. We use research led and evidence informed approaches, including guidance from the Education Endowment Fund. The Strategy is regularly monitored and evaluated on a termly and annual basis by the Pupil Premium lead, using progress, attendance and participation data as well as pupil voice in order to review progress, evaluate effectiveness and ensure it is adapted when necessary.

We pledge to:

1. Understand Each Child

- *Ensure every child is part of a setting where caring, positive relationships help them feel safe, nurtured, understood, and truly belong- encouraging excellent attendance.*
- *Observe and assess each child's unique needs and work closely with professionals and families to ensure we understand what each pupil requires to thrive.*
- *Promote children's social skills, confidence and wellbeing, through high quality pastoral support, building cultural capital through opportunities beyond the classroom so that our pupils are ready for the next stage of their education.*
- *Avoid unconscious bias.*

2. Deliver High Quality Teaching and Tailor Support

- *Use adaptation, engagement and assessment for learning to meet the diverse needs of all pupils.*
- *Work with inclusivity and equity at the core of all we do. Classroom provision, interventions and individual support are designed to ensure that every child thrives.*
- *Provide a well-sequenced curriculum enhanced with wider opportunities to develop the whole individual.*

3. Monitor Progress and Provide Clear Communication

- *Regularly track and celebrate each pupil's progress.*
- *Tailor support using ongoing assessments to meet individual needs effectively.*
- *Work closely with parents and carers, offering regular communication to help support learning.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupil.

Challenge number	Detail of challenge
1	<p>Reading attainment is lower for pupils eligible for PP than for non-PP pupils. 93% of pupils eligible for PP made expected progress in English GL Assessments on Exit, compared to 85% of non-eligible pupils, but 65% of pupils eligible for PP reached age related on exit, compared to 78% of pupils not eligible.</p>
2	<p>Writing attainment is lower for pupils eligible for PP than for non-PP pupils. On entry to year 5, 2025, 47% of pupils eligible for PP were considered to be at ARE for writing compared with 59% of non-eligible pupils.</p>
3	<p>Attendance for pupils eligible for PP is lower than for non-PP pupils. Data shows that attendance for pupils eligible for PP was 91% in term 1 compared to 95% for non-eligible pupils.</p>
4	<p>Analysis of social and emotional regulation data sources including; 'Landscape of the Mind questionnaires,' Recovery Support records and Epraise records, highlight differences at pupils' starting points in their self-esteem and self-view.</p>
5	<p>Families on low-income or who have suffered financial hardship, particularly during the challenging economic climate, may require support with school expenses such as uniform, equipment and trips.</p>
6	<p>Maths attainment is lower for pupils eligible for PP than for non-PP pupils. On entry to year 5, 2025, pupils eligible for PP had a mean standardised age score of 86.8, whilst for non-eligible pupils, it was 93.1.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Increase the percentage of PP Pupils making expected, or better, progress and working at an age-related and greater depth standard in reading, writing and Maths	The gap in attainment between pupils eligible for PP and non-PP will not increase with more pupils eligible for PP meeting age- related expectations and obtaining greater depth standard.
Pupils working below age related standard make accelerated progress through well-planned targeted interventions.	Improvement in attainment via GL testing at the start and end of year. Improvement in writing attainment compared to baseline assessments. Provision outcomes demonstrate positive impact.
Increase attendance at school and parental engagement.	Attendance gap for pupils eligible for PP will not increase. PP Attendance to be in line with target of 96%. Increased attendance at Parent's Evenings, of parents of PPE pupils.
Behaviours for learning, positive mental health and wellbeing and positive relationships more evident in core group of high focus pupils	Landscape of the Mind outcomes demonstrate increases for identified pupils. Outcomes of support plans demonstrate positive impacts. Reduction in time required from Recovery Support for identified pupils.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £110,307.50

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Effective ongoing programme of CPD to improve teaching in all subjects and knowledge of areas identified.</p> <p>All subject Leaders support staff in their teams to ensure Quality of Education in their individual subject.</p>	Effective Teacher Professional Development? A Systematic Review and Meta-analysis (Education Endowment Foundation research Oct 2021) +2 months progress	1, 2, 6
Reading mentors – peer tutoring for reading comprehension.	EEF Peer tutoring + 6 months EEF Reading comprehension + 7 months	1, 2
Subscriptions to subject specific online services e.g, Times tables rockstars.	EEF Mastery Learning +5 months EEF - +5 months progress through high-quality homework	1, 2, 6
Develop Oracy - speaking, listening and language skills and staff confidence in delivering oral language interventions. Working towards Voice 21 school status	EEF – Oral language interventions +6 months.	1, 2, 6
Participation in RADY Programme (Raising Attainment of Disadvantaged Youngsters)	RADY progress and attainment data. Effective Teacher Professional Development? A Systematic Review and Meta-analysis (Education Endowment Foundation research Oct 2021) +2 months progress	1, 2, 6
Uplift of borderline Greater Depth disadvantaged pupils, including close monitoring and implementation of intervention with a designated member of staff.	EEF individualised instruction (+ 4 months) EEF Mastery learning (+ 5 months)	1, 2, 6
Provision of additional interactive screens for classrooms.	Constructing Learning: Using Technology to Support Teaching for Understanding Sherman, Thomas M.; Kurshan, Barbara L. 2005	1,2,6
<p>Develop senior and middle leadership through effective CPD</p> <p>Key members of staff with leadership potential to complete National Professional Qualifications for Senior/Middle leadership</p>	<p>NPQ: Leading Teacher Development Framework Oct 2020</p> <p>Effective Teacher Professional Development? A Systematic Review and Meta-analysis (Education Endowment Foundation research Oct 2021) +2 months progress</p>	1, 2, 4, 6

Implement regular TA CPD – Training in fortnightly sessions led by SENDCo. TA CPD, including Precision Teaching.	EEF - Making Best Use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants +4 months when effectively deployed	1, 2, 4
Phonics intervention programme for KS2 with appropriate staff training	EEF – Phonics programme +5 months progress.	1
Targeted TA training to support precision teaching	EEF Mastery Learning +5 months	1
Further embed effective metacognitive teaching and learning strategies, through ongoing CPD.	EEF- Metacognition and Self-regulation +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	4
Further embed feedback and formative assessment across the school to improve learning	EEF Teaching and Learning Toolkit - +8 months progress through effective feedback practices	1, 2, 6
Embed High-quality teaching sequences supported by regular retrieval practice activities to aid retention, supported by practical use of Knowledge Organisers across the school.	EEF Mastery Learning +5 months	1, 2, 4, 6
Ongoing training on areas identified in the school Early Help Statement and on pastoral support available in our local area. Specific training for specific roles on pastoral support. (Examples include: Family Support Worker training, ELSA and Safeguarding Lead training)	EEF Social and emotional learning +4 months EEF Press Release Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes – new EEF guidance	3, 4
Deployment of experienced, subject-specialist teachers across all sets; high expectations culture	Teacher quality and mastery approaches have high impact (+3–5 months)	6
Embedded retrieval practice; targeted use of manipulatives and visual representations	Improves retention and reduces cognitive load (+3–5 months)	6
High-quality subject specific (maths) CPD focused on PP pupils	Improves teaching effectiveness (+2–3 months)	6

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £55,153.75

Activity	Evidence that supports this approach	Challenge number(s)
1:1 Daily Reads with identified pupils	EEF Reading comprehension strategies +6 months	1
Social Emotional and Mental Health Support Groups/Interventions and the Recovery Support System	EEF Social and emotional learning +4 months EEF Press Release Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes – new EEF guidance	3, 4
Provide highly targeted, specialised support for key pupils in Launch pad.	EEF Small Group Tuition +4 months EEF Reducing class size +2 months	1, 2,6
Nessy Reading & Spelling - a web-based reading programme for students 5- 12 years of age who have reading differences such as dyslexia.	EEF – Phonics programme +5 months progress	1
Homework Club - allowing pupils to complete homework tasks and providing access to technology where needed.	EEF – Homework +5 months	1, 2,6
Times tables club Targeted small group intervention, aimed at pupils below ARE in Maths	EEF Small Group Tuition +4 months	,6
Reading club for targeted pupils	Small group tuition +4 months Reading comprehension strategies +7 months	1
GL, PIRA, PUMA and Star Reader assessments to identify areas of the curriculum requiring more focus, address gaps and monitor progress.	Evidence on assessment and feedback from the Teaching and Learning Toolkit alongside the findings from recent EEF projects.	1
Reduced class sizes Setting is structured to accommodate a seventh, smaller set	EEF Reducing class size +2 months	1, 2
Small group tuition focussing on reading writing and maths	EEF Small Group Tuition +4 months	1, 2
Screening and delivery of Read Write Ink – Fresh start Phonics intervention	EEF – Phonics programme +5 months progress	1
Provision Mapping (intervention monitoring, Learning Plans and attainment)	Monitoring interventions/provisions and ensuring their impact is measured contributes to effective, timely identification of children who are not making expected progress so that further intervention can be implemented.	1, 2, 3, 4, 5
Teaching Assistant support in-class in English lesson target classes for rapid intervention	Maximising the Impact of Teaching Assistants – Education Endowment Foundation research EEF Toolkit - +4 months progress	1, 2, 4
Educational Psychologist Additional Hours purchased to support staff and pupils with approaches	Special Educational Needs in Mainstream Schools - EEF Guidance report	1, 2, 3, 4
School Led Tuition – top up	EEF – 1:1 tuition + 5 months progress	1, 2, 6
Diagnostic use of NTS and GL data; rigorous PP tracking and early identification (Year 5)	Assessment-informed intervention improves outcomes (+2–4 months)	6
Reduced class sizes and high-quality small-group interventions	Small-group tuition is effective when targeted (+4 months)	6

(Year 6 boosters, Set 3/4 provision)		
PP pupils uplifted to higher sets; identification of cusp pupils shared with staff	Maintaining challenge and coordinated support (+ 2–3 months)	6
KS3 PP online intervention programme (trial)	Well-implemented digital interventions (+ 2–3 months)	6

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £55,153.75

Activity	Evidence that supports this approach	Challenge addressed
Attendance Officer monitoring and actions.	Attendance interventions rapid evidence assessment – Education Endowment Foundation study EEF Using your pupil premium funding effectively	3
Students identified for invitations for breakfast club if deemed beneficial by school.	National School Breakfast Programme EEF Magic Breakfast Also, in the EEF’s Improving Behaviour Report it states “Another simple strategy with good evidence behind it is offering free, universal breakfast clubs before school starts, which has been found to prepare pupils well for learning.”	3
Extra-curricular / curriculum enhancement funding	EEF Study - Arts participation +2 months progress, Sports Participation +2 months	4
Epraise online booking system for parents evening	EEF parental engagement	3
Cosy Club and small target group intervention – aimed at attendance support and school engagement	Attendance interventions rapid evidence assessment – Education Endowment Foundation study EEF Using your pupil premium funding effectively	3
Parent drop in sessions.	EEF Parental engagement +4 months	1, 3, 4, 6
Epraise used to communicate and give access to homework, attendance and behaviour information.	EEF Parental engagement +4 months	1, 3, 4
Drop in coffee mornings and pizza afternoons for parental engagement and information.	EEF Parental engagement +4 months	1, 3, 4
Further embedding of Behaviour and Relationships Policy as well as Trauma Informed supportive interventions.	EEF Improving behaviour in schools report. https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools	4
Levelling Fund And Pupil Premium Mentor (e.g. support with costs of uniform, PE kit, school equipment)	This is supported by partner agencies in our community and the statement in the EEF guidance that says ‘While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category’ We take every opportunity to make students from more disadvantaged backgrounds feel a part of the school.	5

Additional support clubs, including lunchtime and gardening clubs for key pupils.	EEF – Physical activity +1 month EEF – Teaching Assistant Interventions + 4 months	4
TTRS to improve fluency; structured homework support and maths homework club	Supported independent practice benefits PP pupils (+3–4 months)	
PP-funded revision materials and enrichment trip (Warwick University)	Removing barriers and raising aspirations (+2–3 months)	

Total budgeted cost: £220,615

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

End of year data 2025:

2025 Entry to Exit Data

- 93% of PP pupils made expected progress and 60% made accelerated progress in **English**, compared to national figures of 75% and 25%. This shows that a high proportion of our PP pupils are closing the gap when compared to national data.
- 95% of PP pupils made expected progress and 88% made accelerated progress in **Maths**, compared to national figures of 75% and 25%. This shows that a high proportion of our PP pupils are closing the gap when compared to national data.
- Average stanine progress from entry to exit in Maths was 2.6 for pupils eligible for pupil premium, compared to 2.3 the previous year and compared to 2.5 for non-eligible pupils.
- This shows that the attainment gap for disadvantaged learners narrows during their time at St. John's.

Measure	Maths	English
Percentage making expected progress from entry to exit	95% (GL Nat 75%)	93% (GL Nat 75%)
Percentage making accelerated progress from entry to exit	88% (GL Nat 25%)	60% (GL Nat 25%)
Attainment – Average APS School entry to exit in Year 8	Entry APS – 82.95 Exit APS – 100.42	Entry APS – 90.6 Exit APS – 101.29

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Nessy	Nessy Learning
Star Reader	Renaissance
Provision Map	EduKey
Times tables rockstars	Maths Circle Ltd

Further information

We work closely with the local charities such as Home-start, YMCA and The Basement Project to provide our families with additional food in the form of referrals to the Food Bank as well as seasonal hampers and winter warmer packs for times of heightened need.

Each year all items given as part of the Harvest celebration are donated to local charities such as Home-start.

School uniform which is no longer required, is donated to the school and is then sold or provided so that families on low incomes can purchase their child's uniform at a much lower cost than buying it brand new.

We work with Power Up mentoring, who provided 1 to 1 support for key pupils and aim to develop aspirations and self esteem for the future.

Where required, shoes are provided (non-uniform) for families in need and these are distributed to those who we know struggle to clothe their children on a day-to-day basis. We also provide pre-loved uniform to those families that require it.

As part of our Early-Help offer we signpost parents to assistance and work closely with BDHT (Housing) and other local agencies such as NHS Starting Well who offer financial and parenting support. A full list of agencies can be found in our Early Help Statement on the school website.

We also work with our local Rotary Club who kindly fund days out for some of our pupils.